



State of Arizona  
**Department of Education**

September 21, 2009

**Step 1: Preliminary Review Guidelines**  
(Format for Submission)

Please note: Institution in R-7-2-604 through R7-2-604.02 refers to universities, colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers.

Cover Page

Name of Institution

Mailing Address

Name of Contact Person

Title of Contact Person

Phone Number of Contact Person

E-mail Address of Contact Person

Submission Date

Step 1: Preliminary Review Guidelines

The Preliminary Review Guidelines consists of three (3) sections:

Section A: Institutional Profile

Section B: Conceptual Framework

Section C: Faculty Model

The application was designed using Microsoft Word, Arial, 11-point font and a table format.

When submitting Step 1: Preliminary Review Guidelines, please adhere to the following guidelines:

- Use the form adopted by the State Board of Education for Step 1: Preliminary Review Guidelines.
- Use 11-or 12-point font.
- Use either Times New Roman or Arial font.
- Print only on the front side of each page.
- Number each page (i.e., 1 of 25).
- Each page must include footer with the name of the institution and date of submission.
- Begin the response for each indicator on a new page (e.g., A-1. A-2, A-3).
- Protruding tabs must be used. When referring to an item in the appendix, identify the appendix and the page number (e.g., Accreditation Letter, Appendix A, p. 1)
- Submit two (4) copies of the Preliminary Review Guidelines. Document(s) must be submitted in a three-ring binder.
- A copy of the Preliminary Review Guidelines must be burned onto a CD.
- Documents must be received by the Arizona Department of Education and review team members on or before the scheduled submission date January 15 or July 15.

Hints

- The submission should be clear, concise, consistent, and comprehensive.
- Use tables, charts, and graphs whenever possible.
- Everything is important (e.g., spelling, punctuation, capitalization, and spacing).

Submit the CD and four copies of the Preliminary Review Guidelines documents to

Patty Hardy  
Director, Title II-A  
Arizona Department of Education  
1535 West Jefferson Street, Mail Bin 45  
Phoenix, Arizona 85007

If you have questions about the approval process, please do not hesitate to contact me at (602) 542-3626 or [patty.hardy@azed.gov](mailto:patty.hardy@azed.gov).

Sincerely,

A handwritten signature in cursive script that reads "Patricia L. Hardy". The signature is written in black ink and is positioned above the printed name and title.

Patricia L. Hardy  
Director, Title II-A  
Arizona Department of Education

### **Step 1: Preliminary Review Guidelines**

**Institution in R7-2-604 through R7-2-604.02 refers to: universities, colleges, school districts, professional organizations, private businesses, charter schools, and regional training centers.**

Each certification program resides within a unique context. In order to better understand the dynamics of your institution and allow the reviewers to evaluate the nature and complexities of your program, the following institutional profile, conceptual framework, and faculty model must be submitted. These components will be evaluated as part of the preliminary review. Failure to provide these three essential components will prevent your program(s) from being considered for Board approval.

#### **Section A : Institutional Profile**

The institutional profile provides contextual information about the institution for the review team.

##### **A-1**

<b>Institutional Description</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
Check the ONE descriptor that best describes your institution.			
Public College or University			
○ Main campus			
○ Satellite campus			
○ Branch campus			
○ Other (please describe)			
Private College or University			
○ Main campus			
○ Satellite campus			
○ Branch campus			
○ Other (please describe)			
○ Charter School			
○ School District			
○ Private Business			
○ Professional Organization			

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#### A-2

Web Address	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Provide the web address for your institution. If a password is required, please provide.</li></ul>			

#### A-3

Accreditation	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Is your institution regionally and/or nationally accredited?</li></ul>		YES	NO
<ul style="list-style-type: none"><li>Indicate the accrediting organization and provide a letter of verification from the accrediting organization. A copy of the license or a letter of affiliation is not sufficient. (A copy of the summary report will be required at the site visit.)</li></ul>			

#### A-4

Institutional Governance	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Provide a description of your institution's governance structure.</li></ul>			

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#### A-5

<b>Institutional Governance</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Provide an organizational chart.</li></ul> <p>(Place the organizational chart in the appendix.)</p>			

#### A-6

<b>Unit/College Administration</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Provide a description of the unit's/college's governance structure.</li></ul>			

#### A-7

<b>Unit/College Administration</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Provide an organizational chart for the unit/college.</li></ul> <p>(Place organizational chart in the appendix.)</p>			

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**A-8**

<b>Unit/College Administration</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Identify the individual who has authority for the unit/college/institution.</li></ul>			

**A-9**

<b>Unit/College Administration</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Provide a job description for the administrative authority of the unit/college/institution (e.g., Dean or Director)</li></ul>			

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#### **Allocation of Resources**

Institutions must demonstrate an ability to sustain professional preparation programs. Regionally accredited institutions have demonstrated this ability during their accreditation review. Institutions that are not regionally accredited must provide documentation that they have sufficient resources to support their programs and promote success in student learning.

#### **A-10**

<b>Allocation of Resources</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
Please provide one of the following: <ul style="list-style-type: none"><li>• Letter of Regional Accreditation <b>OR</b></li><li>• Provide evidence that the institution has appropriate resources to sustain a professional preparation program. Evidence must describe how the institution can support the professional preparation program(s) through the effective use of facilities, equipment, and supplies available for students and faculty. Include the physical address of the facility.</li></ul>			

#### **A-11**

<b>Allocation of Resources</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
Please provide one of the following: <ul style="list-style-type: none"><li>• Letter of Regional Accreditation <b>OR</b></li><li>• Describe the institution's fiscal capacity to sustain the professional preparation program. Provide evidence that the institution/program is financially sound and has the resources to support the program and faculty and has a quality control system to monitor financial and administrative resources.</li></ul>			

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#### **A-12**

<b>Allocation of Resources</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
Please provide one of the following: <ul style="list-style-type: none"><li>• Letter of Regional Accreditation <b>OR</b></li><li>• Describe the student support services available (academic counseling, career placement, financial aid, remediation, faculty advisors, etc.).</li></ul>			

#### **A-13**

<b>Allocation of Resources</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
Please provide one of the following: <ul style="list-style-type: none"><li>• Letter of Regional Accreditation <b>OR</b></li><li>• Describe student/faculty access to library resources and technology.</li></ul>			



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#### A-14

Program Information	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Provide a list of all programs offered by the institution that lead to certification.</li></ul>			

#### A-15

Program Information	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Identify each program being submitted for review.</li></ul>			

#### A-16

Program Information	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Provide a copy of the institution's Title II, HEA report from the prior year (2008-2009).</li></ul>			

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#### **A-17**

<b>Program Information</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Describe the process used to disseminate Title II, Higher Education Act (HEA) information to the public: According to Section 207 (f)(2) of the Title II, Higher Education Act , reporting to the general public includes “providing the required information in publications such as ‘school catalogues and promotional materials sent to potential applicants, secondary guidance counselors, and prospective employers of the institutions graduates.’”</li></ul>			

#### **A-18**

<b>Program Information</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Provide candidate demographic data by program:<ul style="list-style-type: none"><li>Number enrolled for the current year, prior year, and projected year</li><li>Number who are residents in Arizona</li><li>Ethnicity</li><li>Gender</li><li>Age ranges (20-25), (26-30), (31-40), (40-50), 50+</li><li>Number of first-generation college graduates, if applicable</li><li>Number of graduates for the current year, prior year, and projected year</li><li>Number who completed program within three years of enrollment (retention data)</li></ul>(Place candidate demographic data in the appendix.)</li></ul>			

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#### **A-19**

<b>Recruitment Efforts</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Describe your institution's recruitment efforts at the high school level, community college level, university/college level, and post-baccalaureate level.</li></ul>			

#### **A-20**

<b>Recruitment Efforts</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Describe your institution's efforts for recruiting minority populations.</li></ul>			

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#### **Section B: Conceptual Framework**

The conceptual framework establishes the shared vision for an institution's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and institution's accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the institution's mission, and continuously evaluated. The conceptual framework provides the basis that describes the institution's intellectual philosophy which distinguishes graduates of one institution from those of another.

##### **B-1**

<b>Conceptual Framework</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
The conceptual framework should include information about the institution's vision, mission, philosophy, and goals. <ul style="list-style-type: none"><li>Describe your institution's vision, mission, philosophy, and goals.</li></ul>			

##### **B-2**

<b>Conceptual Framework</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Describe how the conceptual framework is shared with stakeholders.</li></ul>			

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**B-3**

<b>Conceptual Framework</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Describe how your conceptual framework is evaluated and how the framework as changed over time.</li></ul>			

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#### Section C: Faculty Model

##### **C-1**

<b>Faculty Model</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>• Provide faculty demographic data by program.<ul style="list-style-type: none"><li>○ Number of part-time and full-time faculty</li><li>○ Ethnicity</li><li>○ Gender</li><li>○ Number with terminal degree</li><li>○ Faculty/student ratio</li></ul></li></ul> <p>Vitae will be required for part-time and full-time faculty at the site visit. (Place faculty demographic data in the appendix.)</p>			

##### **C-2**

<b>Faculty Model</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>• Provide a clear definition of terms/glossary, including individuals responsible for professional coursework, clinical supervision, and administration of each program.</li></ul>			

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#### C-3

Faculty Model	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Describe your institution's criteria and policies for employment of part-time and full-time faculty.</li></ul>			

#### C-4

Faculty Model	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Discuss the process for assigning faculty to teach coursework.</li></ul>			

#### C-5

Faculty Model	Evidence	No Evidence	Clarification Questions and/or Comments (for evaluator use only)
<ul style="list-style-type: none"><li>Describe the faculty evaluation process. Discuss evaluations by students, peers, and administration.</li></ul>			

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**C-6**

<b>Faculty Model</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Define professional development at your institution.</li></ul>			

**C-7**

<b>Faculty Model</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Discuss the professional development opportunities available for faculty.</li></ul>			

**C-8**

<b>Faculty Model</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Discuss the faculty requirements for professional development.</li></ul>			



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**C-9**

<b>Faculty Model</b>	<b>Evidence</b>	<b>No Evidence</b>	<b>Clarification Questions and/or Comments</b> (for evaluator use only)
<ul style="list-style-type: none"><li>Indicate the percentage of part-time and full-time faculty who have experience teaching PK-12. Provide percentages for part-time and full-time faculty separately.</li></ul> <p>(Place table in appendix.)</p>			

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#### **Program Evaluator Use Only**

Evaluator: Is the data presented in the preliminary report consistent throughout the document?